**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade:1st Grade** | | | **Date(s)**: 9-7-12  9-10-12 to 9-11-12 |
| **Unit Title: Wanted: A Few Good Friends** | | | **Corresponding Unit Task:** Publishing a Class Book | | |
| **Essential Question(s):**   * How does using capital letters at the beginning of a sentence and correct punctuation at the end of a sentence help writers communicate their ideas more clearly? * Why is it important for good listeners to give others the opportunity to speak when we are sharing ideas? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **interview recording sheet**  **student page for class book**  **student pictures** | | | | **Interview – asking someone questions to learn about them**  **Edit – to correct mistakes**  **Rough Draft – first attempt, before editing**  **Final Draft – finished product, ready to be shared** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **I Can Statement(s):**  **Instructional Plan:** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **W.1.8** - With guidance and support from adults, recall information from experiences or gather information from provided sources (e.g., books, computers) to answer questions.  **I Can Statement(s):**  I can gather information to answer questions.  **Instructional Plan:**  Day 1  **APK –** Sit students in a circle and chant …  \_\_\_\_\_, \_\_\_\_\_\_  How are you?  Who’s that sitting next to you?    The student has to say the name of the person beside them and then the chant continues with that person. Repeat until all students have had a turn.  **Guided Practice –** Introduce the vocabulary word – interview. Tell students that we know most (or all) of our classmates names and now we are going to learn some more about them. Teacher will choose one student to interview. Teacher will model how to interview someone in order to find out information about that person as well as how to record the information gathered. (\*\*Be sure to leave a couple of “mistakes” to revise in Day 2’s lesson.)  **Independent Practice –** Give students interview recording sheet. Students will work a partner to complete the interview process. Student A will ask student B the questions and record responses. Students will reverse roles and repeat the process.  **Closure –** Revisit the I can statement. Teacher will ask the following questions and have students raise their hands accordingly.  Raise your hand if ….   * your partner’s favorite color is blue. * your partner’s birthday is in July. * your partner is 6 years old. * your partner’s name begins with an “m”.   \*\*\*Teacher will need to check student interviews for needed revisions prior to Day 2. Teacher will also need to take students’ pictures and print a copy of each prior to Day 2. (Or the students can illustrate their friends.)  Day 2  **APK** – Have students turn to their interview partner and tell one fact that they learned about them from yesterday’s interview. Have students reverse roles and repeat.  **Guided Practice** – Teacher will model how a paper is edited using her own interview paper from yesterday. (Ex. I spelled November as n-o-m-b-r. When I look at the birthday chart, I can see that it should be spelled N-o-v-e-m-b-e-r.) She will then model how to use those revisions to rewrite a final draft.  **Independent Practice** – Students will use revised recording sheets to write a final draft that will be bound into a class book. Students will glue their partner’s picture onto the paper (Students can illustrate their partner, but the teacher will need to model how to draw --- different hair styles, using correct colors for eyes and hair, etc.)  **Closure** – Revisit the I can statement. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **L.1.1** - Demonstrate command of the conventions of standard English Grammar when writing or speaking.  **L.1.4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade1 reading and content, choosing flexibly from an array of strategies.   1. Use sentence-level context as a clue to the meaning of a word or phrase.   **I Can Statement(s):**  I can determine the meaning of unknown words and phrases.  **Instructional Plan:**  Using prepared word cards, students will examine words and their definitions.  Words will be put on the ELA word wall for future reference. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **SL.1.1** - Participate in collaborative conversations with diverse partners about grade 1 topics and text with peers and adults in small and larger groups.   1. Follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Build on other’s talk in conversations by responding to the comments of others through multiple exchanges. 3. Ask questions to clear up any confusion about the topics and texts under discussion.   **SL.1.4 -** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly**.**  **SL.1.6 -** Produce complete sentences when appropriate to task and situation (See Grade 1 Language standards 1 and 3 for specific expectations).  **I Can Statement(s):**  I can describe my partner using details learned in the interview.  I can produce complete sentences.  **Instructional Plan:**  *Day 3*  **APK –** Review the Good Listeners chart – Have students tell their should partner what good listening looks like.  **Guided Practice** – Teacher will model how to present information about the partner. Teacher will model how to speak in complete sentences.  **Independent Practice** – Students will present their partner using details learned in the interview process. Process will be repeated until all students have presented.  **Closure –** Revisit the I can statement. Have students tell their should partner one thing that they learned about somebody else. | | | | |
| **Closing/Summarizing Strategy** |  | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| 1. More advanced students could add one or two other facts that they learned during the interview that would make the student a good friend. Many of these students will be able to complete this activity without the support of a writing frame.  2. Students can be presented with the following problem to solve:  Imagine that you have an opportunity to order the perfect friend from a mail-order catalog. Think about the character traits that you want in a friend. Illustrate your perfect friend. Select three character traits and cite an example of each characteristic. Share your perfect friend with classmates.  3. Students have been exposed to a variety of narrative and nonfiction accounts of friendship. Have them reflect and write a response to the question: What happens in a friendship when a conflict occurs and how do you resolve the conflict? | | 1.For students who may need support with completing the Interview independently, consider the following modifications/ adaptations:   * Design the question about the student’s favorite color so that the answer is multiple-choice. * Write each student’s birthday on an index card or sticky note ahead of time. * Design the question about character traits so that the answer is multiple-choice. * Record dictated responses for students.   2. With these supports in place, most students will be able to take the information and complete the next step, which is writing about their friend. For students who need even more support, consider the following:   * Invite students from upper grades to act as coaches for students who may have difficulty with the interview. * Invite students from upper grades to act as scribes for students who may have difficulty writing the article. This would be a great opportunity for struggling fourth graders (for example) to practice foundational writing skills while building self-esteem and self-confidence. | | | 1.“Entering” (non-English/novice) speakers pair the same language students together. If this is not possible, the students can write in the responses in their first language.  When introducing their friend, have the students speak in their native language and have another student/ adult translate what the student is saying.  2.If the student cannot write, have the student create a collage with the information around the picture. For example:   * The age could just be the number. * The color could be just a mark of the color. * The two adjectives.   3. ESL teachers can frontload the information in their classes. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):** The teacher will use the ‘checklist for publishing a class book’ as an informal assessment. Students will also be observed on a daily basis to determine their level of understanding. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*